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ABSTRACT

This paper presents information on using a process approach to teaching thematic instruction in preservice teacher education. Section 1 offers a junior block thematic mini-unit designed to give students intensive practice in a specific content area by designing a thematic topic in the content area and by developing lessons on three or four related sub-topics. Each lesson is expected to integrate multiple intelligence activities and develop higher-level thinking skills. Section 2 offers the Salem State College Department of Education (Massachusetts) Junior Block Thematic Mini-unit format. Section 3 presents lesson plan criteria. Section 4 describes types of objectives (knowledge, skills, and attitudes), discusses writing objectives, and provides examples of objectives. Section 5 presents a history/social science curriculum framework. Section 6 presents the arts curriculum framework. Section 7 discusses Bloom's levels of thinking. Section 8 offers a right/left brain journal activity. Section 9 discusses what an intelligence is, explaining multiple intelligences. Section 10 offers the Riverdance observation sheet, which uses rhythm, body movement, music, and visuals. Section 11 includes a bio-poem activity in which students write about themselves or any other person. Section 12 offers unit planning materials, including a sample title page, table of contents, rationale, curriculum chart, curriculum web, objectives, lesson plan, assessment, and resources. (SM)

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A PROCESS APPROACH TO TEACHING THEMATIC INSTRUCTION

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JUNIOR BLOCK THEMATIC MINI-UNIT

The purpose of this mini-unit is to give the student intensive practice in a specific content area by designating a thematic topic in the content area, and by developing lessons on three or four related sub-topics. It is also expected that each of these lessons integrate multiple intelligence activities, and develop higher level thinking skills. This product should be submitted in a one inch three-ring binder.

Required Contents

1. TITLE PAGE Title
Grade levels or Primary or Intermediate
Time period
Your name

2. TABLE OF CONTENTS WITH PAGE NUMBERS
In addition, unit sections should be clearly labeled, and divided by separately tabbed index pages.

3. CURRICULUM CHART
A chart listing the titles of the lesson plans (column 1), the curriculum areas addressed (column 2), the multiple intelligences address (column 3), and the thinking levels developed (column 4).

4. RATIONALE
The rationale explains why this particular theme was chosen by you. Explain in the rationale (1) why this thematic topic is worthy of study; (2) how the topic relates to the Curriculum Frameworks; (3) how the topic is relevant to students; (4) the kinds of activities to which this theme lends itself; (5) the skills which can be developed through this theme; (6) the extent to which resources are available; (7) your personal interest in this topic; and (8) the appropriateness of this topic to the time of year (if relevant).

5. CURRICULUM WEB
The curriculum web which accompanies this mini-unit should show how the theme could relate to all curriculum areas--social studies, arts, language arts, science, math, technology and health--appropriate for a full scale inter-disciplinary unit.

6. UNIT OBJECTIVES
The objectives should be written in standard format; be based on the Curriculum Frameworks; and consist of at least one knowledge, one skill and one affective.

7. LESSON PLANS
Three or four lesson plans in sequential order--introductory, sustaining, culminating. These lesson should be original and foster a high level of active engagement.

8. EVALUATION
What are three higher level questions which this mini-unit seeks to answer?
What are two performance-based activities which could assess the overall impact of the unit?

9. RESOURCES RELATED TO THE THEMATIC TOPIC
At least five books, games, videos, Internet references, CD's, or other materials for children.
At least five books, journal articles, Internet or other teaching resources.
These resources should be in addition to materials required in the course, and at least two of them should be technology-related.

EDU 309 MINI-UNIT EVALUATION Name_____ __01 __02

Rated on a scale of 1-5. 5 being outstanding, 4 very good, 3 good, 2 average, 1 below average

_____ **MECHANICS (10%)**

___ Inclusion of all required components including table of contents or indexed sections

___ Use of correct spelling and grammar; and attention to appearance and overall format (neatness, consistency of type and margins, etc.)

_____ **UNIT STRUCTURE (20%)**

___ Rationale explains importance, relevance, and teaching/learning possibilities of theme.

___ Unit objectives cover the content of the entire unit; are properly labeled Knowledge, Skill or Attitude; and contain actor, action and condition.

___ Unit evaluation questions involve the thinking skills of analysis, synthesis or evaluation; performance-based activities are described specifically and define standards of quality.

___ Unit web and chart specifically identify interdisciplinary activities and multiple intelligences.

___ Sufficient, varied and relevant student/teacher resources are included.

_____ **LESSONS (70%)**

___ Type, context, preparation, prerequisites, and goal for each lesson are adequately described.

___ Lesson objectives cover the content of each unit; are properly labeled Knowledge, Skill or Attitude; and contain an actor, action, condition, and (when appropriate) standard.

___ Procedures are appropriate to grade level, creative, and clearly explained; provide a valuable learning experience; and actively engage the learner,.

___ Informal and formal assessments clearly describe what is being assessed; how assessment is being carried; and the criteria by which quality or success is measured.

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SALEM STATE COLLEGE DEPARTMENT OF EDUCATION
JUNIOR BLOCK
LESSON PLAN FORMAT

I. Type of lesson
   A. Subject Area(s)
   B. Topic
   C. Concept(s)
   D. Methods of Instruction
   E. Intelligences incorporated

II. Context of Lesson
   A. Grade Level
   B. Class Size
   C. Time Allotment

III. Preparation
   A. Resources and Materials
   B. Special Arrangements (such as administrative tasks to be completed before lesson, arranging for audio-visual equipment, etc.)

IV. Prerequisite Skills (what students need to know before lesson)

V. Goal

VI. Objectives
   A. Cognitive Objectives (Knowledge)
   B. Behavioral Objectives (Skills)
   C. Affective objectives (Values)

VII. Procedures
   A. Introduction
   B. Teaching/Learning Activities (including two labeled higher level thinking questions or activities)
   C. Closure

VIII. Assessment Summary
   A. Informal Data
   B. Formal Data

IX. Extension/Enrichment Activities (activities that might be possible if you had more time or that will be the result of student interest such as a field trip or a speaker or an art activity)

X. Reflections On This Lesson (strengths, weaknesses, and ways to improve this lesson). To be completed only if the lesson has been taught.

Name_____ EDU 309 Section__01 __02

LESSON PLAN CRITERIA

___1. Lesson topic has substance (not superficial).

___2. Lesson topic is appropriate for covering in a short time (not too broad).

___3. Objectives are appropriately categorized (Knowledge, Skill, Affective).

___4. Objectives are specific (especially in terms of descriptive verbs and adequate information about conditions).

___5. Procedures are sequential and clearly described.

___6. The major goal and important points of the lesson are clearly expressed in the procedures

___7. The procedures promote the development of at least one of Bloom's higher level thinking skills (analysis, synthesis, evaluation).

___8. The procedures reflect multiple intelligences.

___9. Objectives, activities and assessment are aligned.

___10. Format conforms to guidelines, is neat, and reflects correct grammar and spelling.

Other comments.

WHAT KINDS OF OBJECTIVES ARE THERE?

Inventions in the Industrial Revolution

Goal: Students will analyze the role of the inventive process in Lowell's mill history

Objectives:

Knowledge:
Using Lowell field trip handouts, observations & activities, students will:

Construct individual shadow boxes showing aspects of Lowell's manufacturing growth the 1800's which achieve a rating of satisfactory based on the criteria of accuracy, creativity, and neatness.

Working in partners show on a Venn, the difference between water wheels and turbo wheels.

In class discussion, orally provide 3 examples of inventions and 3 examples of inventor traits discussed at the Tsongas Center.

Skills:
Through use of Googolplex materials, students will:

Demonstrate their ability to design an original team product which meets prescribed specifications

Individually create and share with the class an original invention

Attitudes:
Following the field trip, students will:

Construct in cooperative groups a list of "teamwork guidelines"

Make sure your objective clearly answers at least one of the following questions:

1. **Knowledge Objective**
   What will the student know (new information gained) at the end of the lesson and how will he/she demonstrate what is known?

   No: Students will define the effect Martin Luther King had on others.

   Yes: Following the reading of Martin Luther King's biography, each student will make a 3-panel drawing--each panel representing one of King's contributions to the Civil Rights movement.

2. **Skill Objective**
   What is something new the student can do, or something he/she can do better, at the end of the lesson and how will he/she demonstrate this ability?

   No: Students will role play historic people of Salem.

   Yes: After viewing a video and reading materials on the Salem witch trials, each student will assume the role of a real person and, working in pairs, introduce each other to the rest of the class, speaking clearly and describing how the person's life was affected by the trials.

3. **Attitude Objective**
   How will the student feel at the end of this lesson, and how will he/she express this feeling or opinion?

   No: After visiting Plymouth Plantation, students will discuss their opinions of the sites.

   Yes: After visiting Plymouth Plantation, each student will write on an index card the answer to the question "What exhibit or demonstration did you learn the most from and why?" and take a turn sharing his/her answer with the whole class.

MORE EXAMPLES OF OBJECTIVES

Essential: The *actor* (or audience) and the *behavior*.

Exp:

A. The students will describe in their journals what a woolen mill would look and sound like in the late 1800's.

B. The student will write a haiku poem about mill life in Lowell.

C The student will orally explain his/her positive or negative response to the following question. "If you were a young women, would you have left your ho in New Hampshire to come and work in the Mill in Lowell?" Explain your ans

Two other important components which define the objective more specifically are the condition(s) and the degree of expected performance.

Exp:

A. Following a tour and presentation at a historic Lowell mill site, the students will desc in their journals what a woolen mill would look and sound like in the late 1800's including at least four different features.

B. Based on lecture and examples in text, the student will write a haiku poem about mill life in Lowell which contains the required number of syllables in each line.

C Upon completion of mill research and tour, the student will orally explain his/her positive or negative response to the following question. "If you were a young women, would you have left your home in New Hampshire to come and work in the Mi in Lowell?" Presentation will be evaluated in terms of number of reasons cited, accuracy of information, originality, and clarity of expression (25 pts. each).

HOW DO YOU WRITE OBJECTIVES?

Some examples of action verbs:

1. Knowledge	Skills	Attitudes
analyze	adapt	debate
categorize	apply	defend
cite	build	disclaim
compare	combine	disqualify
contrast	compute	express opinion
define	construct	judge
describe	cooperate	rate
explain	develop	rationalize
give examples from source	draw	support
locate	experiment	
list	give original examples	
paraphrase	invent	
report	manipulate	
research	modify	
sequence	predict	
state	role play	
summarize	synthesize	

Avoid general words such as *know, think about, learn, understand, realize, like, grow, appreciate,* etc.

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EXAMPLES OF OBJECTIVES

After hearing a Native American poem, **students will** draw a picture of their impression **using at least 3 different colors from nature.**

Students will explain the meaning of patriotism in their writing journals **giving at least 3 specific examples.**

Based on information in the nutrition video, students will classify the foods they eat documenting at least 15 meals or snacks.

Using data from immigration figures, students will display the information on the software Cricket making use of at least 3 different kinds of graphs.

Students will compare the lives of colonial children and their own in at least three specific ways using a Venn diagram.

Students will construct a shadow box showing an American Revolutionary scene, using shoe boxes and craft supplies which contain at least 5 historically accurate details explained on an index card.

Using poster board and markers and working in pairs, students will make Keep America Beautiful posters which will be rated for originality of message and presentation.

Students will read aloud and pronounce correctly at least 16 out of 20 words on their vocabulary lists.

Working in groups of 4, students will draw a map of one of the major trails to the West showing at least 5 geographic points.

On their individual worksheets, students will color in the combinations that equal the number 5 with 90% accuracy.

By holding up their fingers, students will show combinations that equal 7 with each student performing accurately at least 2 two times.

Students will correctly locate the 4 islands comprising Japan on the maps in their text books with 100% accuracy.

Using library computers students will find 5 resources for their science projects taking no more than 15 minutes. 7.

THE HISTORY/SOCIAL SCIENCE CURRICULUM FRAMEWORK

1. Four Main Categories

History Geography Economics Civics/Government/

2. Six Principles

Is important for every student

Should be sequenced grade K-12

Covers history, geography, economics, civics/government

Recognizes individual & group rights, and shared heritage

Integrates other disciplines

Links present and past

3. Two Branches Of Core Knowledge

United States

The World

4. Twenty Learning Standards

History (6)
- Chronology and cause
- Meaning, implications, significance of events
- Using research and seeking evidence
- Diversity and Commonality
- Connections to religion, ethics, philosophy, literature
- Connections to natural science, math, and technology

Geography (4)
- Physical features of earth
- Regions of the world
- Effects of geography on people
- Human effect on environment

Economics (5)
- Fundamental concepts and terminology
- Economic reasoning (buying and selling, for exp.)
- American and Mass. economic history
- Today's economy
- Theories of economy (capitalism, for exp.)

Civics/Government (5)
- Authority and power
- Founding documents
- Functions of American government
- Diverse forms of government

8.

THE ARTS CURRICULUM FRAMEWORK

1. Three Main Strands

Creating and performing

Thinking and responding

Connecting and contributing

2. Seven Principles

Essential for every student

The arts allow for application of multiple intelligences

Arts instruction should be geared to developmental levels

The arts should be part of lifelong learning

The arts encourage multicultural and interdisciplinary connections

Arts should be assessed authentically through portfolio & performance

Arts programs need support of faculty and community

3. Four Branches Of Core Knowledge

Dance Music Theater Visual Arts

4. Eight Learning Standards

Creating & Performing (2)	• **Expressing ideas, emotions, beliefs**
	• **Acquiring skills & literacy unique to each art form**
Thinking & Responding (2)	• **Using imaginative and reflective thinking while creating the arts**
	• **Using analytical and critical thinking while responding to the arts**
Connecting & Contributing (4)	• **Investigating cultural & historical contexts of the art**
	• **Integrating arts and connecting to other disciplines**
	• **Using technology to create, perform and conduct research in the arts**
	• **Participating in the cultural community**

BLOOM'S LEVELS OF THINKING

KNOWLEDGE/RECALL — **Expects learner to recall facts directly from material**

Exp: Tell, list, name, label, underline, simple who/what/where ?'s

How many stripes on the flag?

COMPREHENSION — **Expects learner to understand the given information and be able to phrase it in his/her own words**

Exp: Reword, define, explain, paraphrase, sequence, outline, how ?

What do the stripes represent?

APPLICATION — **Expects learner to demonstrate independent use of presented material or to give a relevant example from one's own experience**

Exp: Give an example of, practice, solve, use, test, try out, act out, illustrate

Show on the map which states are the 13 colonies.

ANALYSIS — **Expects learner to closely scrutinize given material so as to understand details, relationship of parts to whole, see similarities and differences, reach reasonable conclusions, summarize, etc.**

Exp.: Outline content, determine categories, find simiarities and differences, determine cause, present evidence

How are the flags of 1780, 1830, 1880, 1920 and 1990 similar and different?

SYNTHESIS — **Expects learner to go beyond existing material, make adaptations, transfer information to new setting, project into the future, etc.**

Exp: Develop, create, imagine, suppose, combine, improve, what would happen if ?

What symbols would you use to create a flag for the whole world?

EVALUATION — **Expects learner to make a judgment call or give an opinion using defined criteria**

Exp: Decide, debate, rank, rate, support your opinion, vote, give pros and cons, hold mock trial

Do you feel saying the daily saying of the Pledge of Allegiance at school should be mandated or optional? Give reasons for your answer.

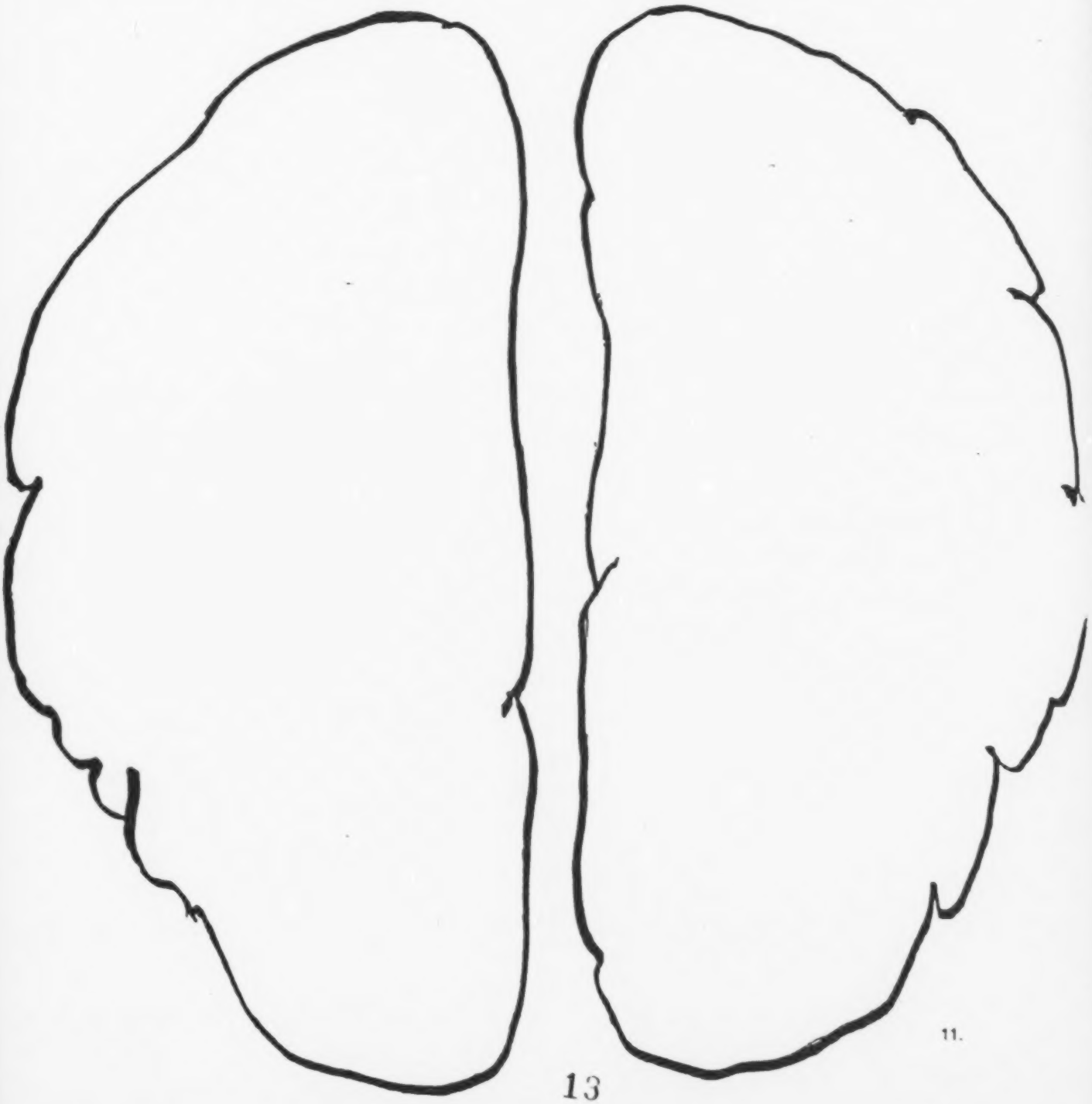
10.

Name_____ Date_____

RIGHT/LEFT BRAIN JOURNAL

LEFT
Facts-to-remember, analysis, comparison to other known information, explanation of how parts fit into whole, etc.

RIGHT
Patterns, personal reactions, personal examples, metaphors, symbols, visual expression, new combinations, etc.



11.

WHAT IS AN INTELLIGENCE?

An intelligence is the capacity to solve problems, develop concepts or design products which make a contribution to the society in which one exists.

1. An intelligence has its own symbolic system--a way of being represented to the outside world that is recognizable cross-culturally.
2. An intelligence has a unique developmental pattern from birth through adulthood.
3. An intelligence is related to specific physiological areas and functions of the brain.
4. The specific kinds of intelligence most valued vary from culture to culture.
5. An intelligence is found to extreme degrees in a small population of people (*idiot savants*), seemingly to the exclusion of almost all other intelligences.

SEVEN WAYS TO TEACH AND LEARN

Linguistic
- **Build vocabulary**
- **Read**
- **Write**
- **Speak**

Logical/Mathematical
- **Sequence**
- **Establish concepts**
- **Explain rationally**
- **Quantify**

Interpersonal
- **Brainstorm**
- **Collaborate**
- **Employ cooperative learning**
- **Teach others**

Bodily Kinesthetic
- **Role play/act out**
- **Play charades**
- **Dance**
- **Show motion**

Musical
- **Rap/chant/sing**
- **Compose music/poems**
- **Play instrument**
- **Incorporate recorded music**

Visual/Spatial
- **Imagine**
- **Draw/diagram/mind-map**
- **Display**
- **Express in non-verbal symbols**

Intrapersonal
- **Express personal opinion**
- **Share feelings**
- **Keep journals**
- **Give personal examples**

Naturalist
- **Plants & animals in classroom**
- **Items made from natural objects**
- **Nature field trips**
- **Nature magazines, books, CD's**

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RIVERDANCE OBSERVATION SHEET

DANCE: Comment on the rhythm, body movements, essential apparel, the mood and feelings of the dancers, use of space, single and group contributions.

MUSIC: Comment on the melodies, instruments, voices, words of the songs, moods and feelings, role of individuals and groups.

VISUAL: Comment on the colors, shapes, designs, costuming, lighting and their contribution to the theme and impact of the musicale.

CULTURE: What overall impressions of Irish culture are conveyed?

A BIO-POEM

(Students can write these about themselves, historical figures, literary characters, etc.

Line 1	First name
Line 2	Four qualities (personality traits–positive or negative)
Line 3	A "relationship" word plus "of" (daughter of, son of, sister of, brother of, mother of, teacher of, friend of, enemy of, opponent of, follower of, etc.). Limit to no more than three relationship phrases.
Line 4	Lover of _____ (person, object, abstract noun, etc.)
Line 5	Who feels _____, _____, and _____ (3 adjectives describing feelings)
Line 6	Who needs _____, _____, and _____ (3 nouns naming important qualities of life)
Line 7	Who gives _____, _____, and _____ (contributions)
Line 8	Who fears _____, _____, and _____
Line 9	Who would like to see _____ (goal or value)
Line 10	Phrase which summarizes the subject of this bio-poem
Line 11	Last name (If subject is not a person, the first line can just be repeated.)

Exp:

Ann
Enthusiastic, energetic, intuitive, creative--
Wife of Taft; Mother of Dave, Diane, Susan, Kevin;
Grandmother of Hunter, Musu, Frankie, and Erica.
Lover of the Red Sox;
Who feels restless, positive, questioning;
Who needs people, change, and autonomy;
Who gives caring, time, commitment;
Who fears illness, anger, loss;
Who would like to see acceptance.
Advocate of self-actualization.
Murray

CINQUAIN: A Five Line Poem

Exp: THE MILL

Line One-2 syllables	Inside
Line Two-4 syllables	Loud crashing looms
Line Three-6 syllables	Lined up in rows and rows
Line Four-8 syllables	Shut doors, nailed windows, stifling air:
Line Five-2 syllables	Souls die.

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SAMPLE TITLE PAGE

MARDI GRAS
(Grades 4-6)
(4-5 days)

Ann Murray

SAMPLE TABLE OF CONTENTS

RATIONALE	Page	1
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LIST OF RESOURCES		5

SAMPLE RATIONALE

Mardi Gras is a thematic topic which connects to the social studies concepts of geographic locations through a focus on New Orleans, Louisiana, the South, and the Mississippi River, as well as to the cultures of the French, Cajun, and Creole peoples. The roots of Mardi Gras can be traced over past generations, and it can be compared and contrasted to other religious carnivals held all over the world. In addition, the theme can incorporate biographies of both famous settlers and musicians. Mardi Gras also relates to civic pride and economics which can be understood by analyzing the effect of tourism on the city of New Orleans.

In addition, through special attention to the Mardi Gras parade and costumes, as well as to the music of blues and jazz, Mardi Gras lends itself to infusion of the arts and movement. A variety of activities can be planned which incorporate individual, small group, and whole class projects. A variety of resources can be explored which include library books, the Internet, newspapers, travel agencies, museums, art galleries, and musical CD's and tapes.

Finally, Mardi Gras is also a theme which teaches respect for different cultures and the importance of tolerance and cooperation. Only through thousands of people working together is the carnival such an overwhelming success.

SAMPLE CURRICULUM CHART

SAMPLE LESSON TOPIC	CURRICULUM AREA(S)	MULTIPLE INTELLIGENCES
1. Mardi Gras: Location	Social Studies (Maps)	Linguistic/Visual/Logical
2. Mardi Gras: Cultures	Social Studies (Reports & Time Lines)	Linguistic/Logical/Visual
3. Mardi Gras: Music & Art	Arts/Social Studies (Observation of paintings; recordings of jazz & blues)	Music/Visual/Interpersonal/Intrapersonal
4. Mardi Gras: Parade	Arts/Social Studies (Forming krewes; masques; parade; postcards)	Interpersonal; Visual; Musical; Kinesthetic; Intrapersonal

SAMPLE CURRICULUM WEB

MARDI GRAS

Social Studies

Studying maps showing locations of New Orleans, Louisiana, Mississippi

Reading about and drawing characteristics of New Orleans and Mardi Gras

Role-playing historical figures and musicians

Making masques and participating in Mardi Gras parade

Reading and using teacher materials to compare and contrast Cajuns, French and Creoles

Arts

Observing color, shapes, subject matter and texture of paintings of jazz performers

Listening for rhythm and word content of blues and jazz music

Making decorated masques

Performing with krewe in march

SAMPLE UNIT OBJECTIVES

Knowledge

1. Through study of books, maps, teacher-supplied readings, photos, art work, and research on the Internet, students will understand the major characteristics of the cultures living in New Orleans, the features of the Mardi Gras celebration, and characteristics of blues music.

Skills

2. Using a variety of crafts materials, students will become members of a krewe participating in a Mardi Gras, construct masks and give out appropriate favors.
3. Students will improve their sensory observation through studying paintings and listening to music.

Attitudes

4. Students will write their personal opinions of Mardi Gras on postcards.

SAMPLE LESSON PLAN

I TYPE OF LESSON

A. Subject Area:	Social Studies
B. Lesson Title:	Mardi Gras: Parade and Pageantry
C. Theme:	Mardi Gras
C. Concept:	The Human Need For Celebration
D. Method of Instruction:	Handout, whole class discussion, small group craft projects

II CONTEXT OF LESSON

A. Grade Level:	3-4
B. Class Size:	25
C. Time Allotment	1 hour

III PREPARATION

A. Resources & Materials:	Travel information; children's books
	Chart paper & markers, map of Louisiana, assorted craft materials, precut masks
	CD disk and player
B. Special Arrangements:	Buy craft supplies; arrange for bigger classroom

IV PREREQUISITE SKILLS

Working in cooperative groups; sharing and picking up craft supplies.

V GOAL

Students will understand what an important role individual groups play in the Mardi Gras parade.

VI OBJECTIVES

A. COGNITIVE/KNOWLEDGE

On a worksheet, each student will identify the city, state and area of the country in which Mardi Gras is held.

On a worksheet, each student will appropriately match word and meaning for the terms:
Mardi Gras, float, King of Rex, krewe, masquerade, masques (masks), "local flavor"

Led by the teacher, students will construct a Venn diagram which compares the Mardi Gras parade to a Fourth of July parade.

B. BEHAVIORAL/SKILLS

Working in groups of 5-6, students will collaboratively assume the identity of a New Orleans parading club and decorate masks appropriate to their theme using a variety of crafts materials.

Students will plan a parade "route" in the classroom which allows them to distribute favors for the "crowd" in accompaniment to music.

C. AFFECTIVE/VALUES

Through drawing and writing on a postcard to be sent "home," students will write about what they liked or disliked about being either a parade participant or spectator--being as specific and detailed as possible.

VII PROCEDURES

A. INTRODUCTION/MOTIVATION

Teacher asks and writes class responses on web to question: "What parades have you been to?" "What are some of the occasions for which parades are held?" "Who participates in a parade?" "Who knows what Mardi Gras means?" "When and where is the big parade held?"

Teacher will define the following key words:
Mardi Gras, float, King of Rex, krewe, masquerade, masques (masks), "local flavor"

With input from student, teacher makes Venn diagram comparing and contrasting Mardi Gras and a Fourth of July parade.

Teacher checks for understanding o through a worksheet.

17.

SAMPLE LESSON PLAN (continued)

B. TEACHING/LEARNING ACTIVITIES

Teacher divides students into groups of 5 or 6.

Teacher distributes precut masks and assorted craft materials.

Students come to consensus on the identity of group, and make masks with common theme.

Students plan how to distribute their "throws."

Each group takes a turn, wearing their masks and distributing their throws.

C. CLOSURE

Each student draws a picture and writes on a postcard, describing what he liked or disliked about being either a participant or spectator.

VIII ASSESSMENT SUMMARY

A. INFORMAL DATA

Teacher monitors the number of children responding to opening questions.

Teacher monitors the students' ability to divide responsibility in groups.

B. FORMAL

Accuracy of answers on worksheet.

Accuracy of definition and ability to give example of the thinking process "assumption."

Creativity and relevance of mask decorations.

Details, creativity and neatness of postcard drawings and writings.

IX EXTENSION/ENRICHMENT

Make groups responsible for selecting their own music.

Have groups research assigned cultural groups--Cajun, French, and African-- before preparing for parade.

X REFLECTIONS ON LESSON

Next time, spread lesson over 2 days.

SAMPLE ASSESSMENT

Three Critical/Creative Thinking Questions or Activities

1. Listen to three blues songs. Which did you like best? Give two reasons for your choice.
2. Draw three symbols of Mardi Gras. Why is each important? Which do you feel is most important and why?
3. Using a Venn diagram, compare the importance of the Mississippi in the 1800's with the importance of the river today.

Two Performance Based Activities

1. Draw a post card showing a section of New Orleans and write a message about what is being illustrated and why it is important. Cards will be rated on the numbers of details, accuracy of information, and creativity.
2. Choose a partner and role play an incident in the life of a famous musician or explorer who contributed to the culture of New Orleans. Skits will be rated in terms of details, accuracy, clarity of voice, and creativity.

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